

I. List 3-5 Student Learning Outcomes for students enrolled in your program.

These should be broad overarching learning goals. They are bigger than objectives.

1. Enhance and maintain educational excellence in General Education and Transfer offerings 2. Provide high quality instruction, excellent faculty and student support services, rich curricular diversity, well-scheduled offerings; 3. Maintain strong relations with four-year institutions.

II. Align the Program Level SLOs with the College Goals.

Briefly discuss how your program meets the goals of the college.

a. All nine courses are required for the certificate and degree. All courses transfer as electives to CSU. AJ 110, 111 118 and 204 transfer as an elective to UCs.
b. Student evaluations on file
c. Human Resources data.
d. The enrollment trend in AJ was static for the five years prior to the last review, accounting for loads of 300-400 per semester, with spring attracting more students than fall. Since that time, AJ enrollment has increased dramatically, reaching a load in the high 600s. Administration of Justice is effective in meeting 3 specific parts of College Goal One. High quality instruction is provided to students who wish to enter the field and those who are currently employed take advantage of course opportunities as part of the career preparation that enhances curricular diversity. Students also take AJ courses to fulfill General Education and Transfer requirements. Administration of Justice courses are scheduled so that they can be easily accessed by students who are part of the full-time and part-time work force.

II. Assess the student success in your program.

How do you know students learned the core SLOs by the completion of curriculum/program. Include data to support these findings.

a. the curriculum is balanced with with equal numbers of career v. transfer level courses
b. faculty consistently receives outstanding student evaluations
c. faculty retention is high; turn-over is non-existent
d. student enrollment is increasing
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IV. Document student success/achievement in the program.

Possible documentation materials might include Degrees, Awards, Transfer, Portfolios, Capstone Assignments, Success in Job Placement, etc.)

Success rates for AJ students at CoM have gone from 60% in Fall of 2002 to 73% in Spring 2007. The vast majority of students taking AJ courses are not currently working in the field. Most are taking these courses because they are planning on transfer to a CSU or entry into a police academy. From '02-'07, 7 students completed AJ AAs and 4 completed AJ certificates recognized by the State of CA. The greatest strengths of the discipline are the very dedicated and professional faculty. Many of the current working law enforcement professionals in the county were AJ students at College of Marin.

V. Note areas for future improvement.

Address needs of program like curricular innovation, resource allocation, upgrading facilities , technology, unit allocation, staffing, etc.

The greatest strengths of the discipline are the very dedicated and professional faculty. At this time, no specific areas are seen by current faculty to need strengthening. Enrollment is projected to remain static, or increase, but not to drop. If time and attention were given to the discipline, enrollment could continue to be increased but it has already increased exponentially in recent years. There is the opportunity to provide a small part of the in-service training in this discipline for Marin county Law Enforcement that is now provided by SRJC and NVC. One very strong benefit of drawing on part-time faculty who work in the field is the credibility they bring to the learning situation for current knowledge of the working environment. Adding even more of these part-time working faculty could build on this strength.

